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BUILDING SCHOOL CONNECTIONS THROUGH INTEGRATING  
EXTRACURRICULAR PROGRAMS

By  
Grete E. Gerber

A Thesis

Submitted in partial fulfillment of the requirements of the  
Master of Arts Degree  
of  
The Graduate School  
at  
Rowan University

Approved by

Date Approved May 2014

## ABSTRACT

Grete E. Gerber  
BUILDING SCHOOL CONNECTIONS THROUGH INTEGRATING  
EXTRACURRICULAR PROGRAMS  
2003/2004  
Dr. Ronald Capasso  
Master of Arts in Administration

The purpose of this study was to develop an integrated extracurricular program and evaluate its effectiveness on improving middle school students' emotional connectedness to the school. The integrated extracurricular program provided an opportunity for a diverse group of students to work cooperatively as a team toward a common goal.

The program's first extracurricular activity was a Haunted House event which was utilized for this study. Participants in the study included 232 students and 21 staff members. Two separate surveys were administered to the student and staff participants. Each survey resulted in general opinions about the effectiveness of the integrated extracurricular program toward increasing student participation and improving students' emotional connectedness with the school. The data from the surveys and after school club attendance sheets revealed that the Integrated Extracurricular Program's event of the Haunted House had a positive impact on the students' sense of connectedness and involvement with the school. However, the program's impact on school unity was explored as discrepancies surfaced between the student and staff responses.

## Acknowledgments

At this time I would like to thank the following OVMS faculty members for their help and cooperation with the implementation of this study: Jacqueline Bradford, Daniel Jedwabny, Karen Williams, Kelly Dimmerling, Cheryl Alkins, Kim Kalber, Paula Zanni, Peggy Davis, Larry Burke, Nancy Mazgewski, Nancy Thompson, Linda Wienckoski, Christopher Janeczko, Diane Hall, Jean Gerber, Mary Comstock, Sharon Mancuso, Lauryn Atkinson, Angela Petrongolo, A'ndrea Bair-Oates, and Steve Buono. These individuals dedicated great effort and time into the development and implementation of the integrated extracurricular event: *The Haunted House*. In addition, I would like to thank my husband, Steve Gerber, my son, George, and my parents George and Margaret Jackson. Without their support and understanding, the time needed to implement this project would have been impossible to manage.

The conclusions of this study are Mrs. Gerber's alone, and at this time, not the recommendations of the Washington Township School District. Correspondence concerning this research should be addressed to Grete E. Gerber, Orchard Valley Middle School, 238 Pitman-Downer Road, Sewell, New Jersey, 08080. Electronic mail may be sent via the internet to [ggerber@wtps.org](mailto:ggerber@wtps.org).

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## Chapter 1

### Introduction

#### Focus of the Study

Imagine yourself as a middle school student. What would be on your mind? You might be wondering, “Do I have a lot of friends? Do I belong?” Or, “Am I safe here?” These questions reflect our basic psychological needs for emotional safety, the development of supportive relationships, and the development of a sense of belonging. “These fundamental needs shape human motivation and have major implications for learning and development” (Schaps, 2003, p.31).

Middle school is an important time in the social, emotional, and intellectual development of a young adult’s life. However, the nation-wide emphasis on standardized test performance has forced school leaders to address student academic achievements as a priority (Heckman & Sanger, 2001). Therefore, many middle schools have paid scant attention to the social and emotional needs of their students. If schools continue to overlook the affective needs of their students, they risk shaping the school culture into one that nurtures primarily individualism and competition at the expense of one that fosters a sense of community and collaboration.

According to current work in psychology, “relatedness” is one of three basic psychological needs that are essential to human growth and emotional development (Resnick et al., 1997). The satisfaction of this need affects psychological development and the overall experience of emotional well-being and health. In fact, Resnick et al. identified school relatedness, or connectedness, as being the only school variable that was



protective of eight different related health risk outcomes among adolescents. This suggests that creating a school community in which students feel accepted and valued is extremely important to the development of children in this age group. Therefore, the focus of this study is to evaluate the degree of effectiveness of an integrated extracurricular program in regard to improving student relatedness, or connectedness, with the middle school setting.

### Purpose of the Study

The purpose of this study is to develop an integrated extracurricular program and evaluate its effectiveness on improving middle school students' emotional connectedness to the school. An integrated extracurricular program provides an opportunity for a diverse group of students to work cooperatively as a team toward a common goal. The program design fosters positive relationships among students and staff while developing the students' level of emotional connectedness with the school. The research conducted follows a case study design that results in a final report for the school and the administration.

### Definitions

Hargreaves, Earl, & Ryan (1996) believe that that one of the most fundamental reforms needed is to make schools into stronger and better communities of caring and support for young people. The term "community" is used in various ways in the literature, but common to these definitions is the concept of belongingness (Baumeister & Leary, 1995), relatedness (Deci & Ryan, 1985) or a sense of connectedness (Resnick et al., 1997). According to Osterman (2000, p. 324), "A community exists when its members experience a sense of belonging or personal relatedness. In a community, the

members feel that the group is important to them and that they are important to the group. Members of a community feel that the group will satisfy their needs: they will be cared for or supported. Finally, the community has a shared and emotional sense of connection.”

Extracurricular programs are an integral part of this study. Extracurricular programs are viewed as “experiences that further the total development of the individual students” (Holland & Andre, 1987, p. 438). The programs in this study are after school extracurricular activities which include a variety of athletics and activity clubs including, but not limited to: Future Acts, home economics, drama, art, field hockey, drill team, yearbook, computers, and student council.

#### Limitations of the Study

This study is limited to the student and staff participants of approximately 15 extracurricular activities offered at Orchard Valley Middle School. Furthermore, the study has been conducted through interviews and surveys of the participants involved in the integrated extracurricular program. The participants in the program changed on a daily basis depending on personal schedules and interest levels; however, some individuals remained constant.

Data regarding student participation in the various extracurricular programs and the degree of connectedness these students felt with the school are influenced by many factors. Each year several advisors change, various clubs and activities are added or eliminated, and a new population of sixth grade students enters the building. A comparison of the number of participants in a club or activity from one year to the next can reveal misleading results about the effectiveness of the program. Additionally, many

middle school adolescents are influenced by their peers; therefore, the degree of student involvement in the integrated extracurricular program can impact a student's sense of connectedness with the school.

### Setting of the Study

Washington Township, New Jersey, is 22.5 square miles and comprises the communities of Turnersville, Hurffville, Grenloch, CrossKeys, Mayfair, Bunker Hill, and Chapel Heights. Out of Gloucester County's 24 communities, Washington Township is the largest and most progressive with approximately 48,500 residents that account for 25% of the county's population.

Washington Township is a suburban residential community located approximately 15 miles southeast of Philadelphia and 50 miles northwest of Atlantic City, New Jersey. Until several years ago, Washington Township was primarily an agricultural area with a low middle class income population. The recent impact of the suburban sprawl has resulted in an influx of higher economic groups and has created a multitude of challenges as the area faces the drastic transition from an agricultural to residential neighborhood. "Bedroom" communities replaced large farms creating a diverse population. A few large working farms still exist but they are no longer the economic heart of the community.

Currently, Washington Township is a family community, providing all services in an environment conducive to outstanding educational, recreational, and social activities and programs. Washington Township is number one in services provided but only number twelve in the amount of property taxes paid. Property values continue to rise and there has been a 15% increase between 1998 and early 2000, one of the highest in the Delaware Valley. Presently, Washington Township offers a variety of residential

properties from condominiums and townhouses in the \$60,000 to \$100,000 range to single family homes starting at \$120,000 upwards of \$1,000,000. The Township's net worth in assessed value is \$2.5 billion dollars which is the highest in all of Gloucester County. The average home in Washington Township is \$125,772 and the tax on the average home is \$2,638.

The Washington Township Board of Education was established in 1836 and currently provides services to approximately 9,900 students. The Washington Township School District is comprised of eleven schools: one kindergarten building, six elementary schools housing grades 1-5, three middle schools housing grades 6-8, and one high school. The teacher to student ratio at the elementary level is 1:22, the middle level is 1:26, and the high school level is 1:19. The school district employs approximately 1,539 personnel of which 905 are certified employees.

Washington Township Public Schools has had two budgets approved in the past ten years. The 1995 budget had passed by 488 votes and the 2000 budget only passed by 127 votes. Most recently, the 2003 budget election was defeated by 736 votes with 2,987 opposing. The 2003 budget is \$111,297,102. The total cost per pupil in the 2002-2003 budget was \$10,124 which compared to the state average of \$10,340 per pupil. Out of this per pupil expenditure, \$168 was allocated for extracurricular costs.

Orchard Valley Middle School is one of three middle schools in the Washington Township School District. It houses grades six, seven, and eight. Of the 773 students, 243 are sixth graders, 259 are seventh graders, and 271 are in the eighth grade. The ethnic distribution of the current student population is 681 Caucasian students, 54 African

American students, 17 Asian Pacific Islanders, and 21 Hispanic students. The average daily attendance is 95.6% and the student mobility rate is 4.4%.

The staff at Orchard Valley Middle School includes: one building level principal, two assistant principals, 89 teachers, 15 support staff, 6 secretaries, and 6 custodians.

The middle schools of Washington Township distinguish themselves with the following programs:

- Teaming
- Nine period day schedules
- Interdisciplinary Instruction
- Advanced academic programs in social studies, science, math, and reading
- Developmental reading programs in grades 6-8
- Daily instruction in world languages for 7<sup>th</sup> and 8<sup>th</sup> grade students
- A half-year of world language for 6<sup>th</sup> grade students
- Parent Teacher Organization and a Parent Advisory Council
- Exploratory Arts Program in technology, computers, home economics, music, art, and drama / performing arts
- The Renaissance Program
- Interscholastic and intramural sports
- Extracurricular after school programs

The strength of the middle level offerings and services are enriched by the emphasis placed on the extracurricular programs. Recently, the middle school advisors and coaches of the extracurricular programs entered a district evaluation system similar to a formative and summative teacher evaluation. This evaluation process was designed to

ensure equity among the stipend positions, as well as, document the level of student participation. Therefore, Orchard Valley Middle School is a ripe setting for this particular study.

### Significance

In 2003, Orchard Valley Middle School initiated a School Improvement Committee to discuss and address school-wide concerns. Currently the committee is comprised of teachers, parents, and administrators. Through various discussions, the committee identified a need for improving student involvement, school unity, and a sense of pride in the school. At a time of budget constraints and rising expectations for academic performance, placing additional pressures on student expectations was feared to be frustrating and demoralizing. However, fostering a sense of community through interdisciplinary extracurricular programs can prove to be a cost-effective method of creating a nourishing, positive school atmosphere conducive to learning. The development of an integrated extracurricular program would allow various school clubs and organizations to work cooperatively and collectively as a team. Working together toward a common goal is an attractive and strong community building component to any program.

### Organization of the Study

The remainder of this study will be organized in the following manner:

Chapter 2 will contain a review of the literature. Available literature will be evaluated and utilized to clarify and define the purpose of the study.

Chapter 3 will examine the design of the study. A description of the research design and the research instrumentation developed and implemented will be detailed.

Chapter 3 will address two important questions. What type of data can be collected to prove the objective of this project? And, how can the data be collected? Therefore, the method of data collection along with an account of the method of data analysis will be illustrated.

Chapter 4 will answer two important questions. What information was found? And, what did the information mean?

All conclusions and implications for further study will be discussed in Chapter 5. The implications of the study on the intern's leadership skills and development will also be described. Recommended organizational changes as a result of the study will be illustrated, and finally, Chapter 5 will address the need for further study.

## Chapter 2

### Review of Literature

#### Positive Effects of Enhancing School “Connectedness”

A growing body of research confirms that there are positive effects to creating schools which foster a sense of community among their members. “Students in schools with a strong sense of community are more likely to be academically motivated, to act ethically and altruistically, to develop social and emotional competencies, and to avoid a number of problem behaviors” (Schaps, p.31). If the students feel respected, valued, and cared about by the other community members, then they feel committed to the group’s norms, values, and goals; especially when they believe that they can make meaningful contributions to the group’s plans and activities (Battistich, Solomon, Kim, Watson, & Schaps, 1995). In addition, a strong sense of connection to the school context has been related to school success (Battistich et al., 1995), decreased dropout (Finn, 1989), and decreased problem behaviors (Jenkins, 1997; Resnick et al., 1997). Therefore, the creation of caring, inclusive, participatory communities for our students is especially important.

All of the literature read cited the positive effects of nourishing a sense of community in our schools. In fact, there was no literature found which suggested that school connectedness was not beneficial for students. Therefore, it is important for schools to determine how to help increase the number of students who feel a strong school connection. Although students’ emotional and psychological support systems are varied because of their unique and diverse backgrounds, schools can easily strengthen the



students' sense of community and belongingness by adopting the following commonsense approaches: "actively cultivate respectful, supportive relationships among students, teachers, and parents; emphasize common purposes and ideals; provide regular opportunities for service and cooperation; provide developmentally appropriate opportunities for autonomy and influence" (Schaps, 2003, p.32).

### What is the Role of Extracurricular Programs?

Although many programs and activities can incorporate Schaps' (2003) four approaches to improve school connections, a formalized opportunity for youth to experience such active involvement with the school is through student participation in extracurricular activities. However, an issue that creates varying views in the literature is the role and extent that extracurricular activities should play in fostering a sense of connectedness in a school. Recently, policy makers have viewed extracurricular programs as additional schooling instead of broadening the students' overall education (Heckman & Sanger, 2001; Miller, 2001). More and more extracurricular programs have been used for remedial and supplemental practice of the skills and tasks they already experience during the school day.

However, studies of after-school learning (Bransford, Brown, & Cocking, 1999) and recent work in the science of learning tell us that this is not the path to travel. Miller (2001, p.7) states that, "Viewing out-of-school time solely as an opportunity to enhance basic skills does a dis-service to the students who stand to benefit from the full range of after-school programs." Heckman and Sanger (2001, p.47) argue that, "Out of school educational settings and activities should involve many kinds of learning that differ from the narrow skills and tasks of schooling. Safe and enriching activities for students will

better realize the hopes of those who have provided the political will and financial resources for after-school programs.”

#### Extracurricular Programs Foster School Connectedness

Involvement in extracurricular programs has been argued as a primary way in which to encourage a greater connection or attachment to school (Finn, 1989; Brown & Evans, 2002). Murtaugh (1988) suggests that extracurricular activities can be an important alternate path to achievement and self-esteem for adolescents who do not excel academically. Therefore, schools seeking to improve student involvement and foster the development of a sense of community must examine the purpose, structure, and participation level of their extracurricular programs.

Extracurricular programs encourage positive social behaviors and strengthen peer and adult relationships. McNeal (1995) indicates that extracurricular participation provides previously marginalized students with opportunities to interact with a more elite stratum of the student population and exposes the students to peers who have better attitudes toward school. Research has found important relationships between extracurricular involvement and a decreased likelihood of drop out (Mahoney & Cairns, 1997; Finn, 1989) and substance use (Mahoney, 2000), as well as an increased likelihood of academic achievement and prosocial behavior (Brown & Evans, 2002). Research from Mahoney (2000) and Posner and Vandell (1999) supports that high quality extracurricular activities build relationships between the students and the responsive adults who supervise the activities. Further, Jordan and Nettles (1999) found that adolescents who participated in structured activities supervised by positive adult role models were more likely to make personal investments in their schooling.

Finn (1989) noted that extracurricular activities contribute to the student's sense of identification with school. Additionally, researchers have reported that participating in extracurricular activities connects students more deeply to the school, its faculty, a peer group, and school values (Mahoney, 2000; Mahoney & Cairns, 1997; Brown & Evans, 2002). Manners (1995, p.7-8) concluded that "adolescents' involvement in school sponsored non-classroom activities has positive effects on academic, social, and intrapersonal development."

### Enhancing the Extracurricular Experience

The literature reviewed clearly suggests that developing a sense of connectedness and community in our schools is beneficial and that extracurricular programs are an effective and appropriate approach to fostering this development. However, there was no literature on whether or not uniting extracurricular programs is an effective approach to increasing a sense of connectedness or belongingness to the school. Therefore, integrating the extracurricular programs to improve school connectedness is an unexplored topic.

However, Robert Kunzman's (2002) argument that extracurricular programs offer a "collective quest" philosophy supports the idea that uniting extracurricular programs may increase the degree and extent of school connectedness. Kunzman explains that many extracurricular activities instill a less competitive focus in participants and foster a more cooperative environment. "In these extracurricular contexts, a mutual interdependence exists that holds great power for adolescents" (Kunzman, 2002, p. 22). When an athletic team performs poorly, it's a reflection on the entire school. Juliet recognizes that if she flubs her lines in the balcony scene with Romeo, the efforts of the

entire cast are diminished. Kunzman calls this characteristic of extracurricular programs a collective quest.

The collective quest quality of extracurricular programs is an important component toward the development of an increased sense of belonging and toward establishing a sense of school community. Therefore, this study intends to develop an integrated extracurricular program to increase cooperation among the existing clubs and programs. Expanding the collective quest component of the individual extracurricular programs allows diverse student groups to work cooperatively. Therefore, the collective quest would include one common goal for all of the participating extracurricular programs. This expansion is expected to enhance the level of connectedness or sense of belonging the participants feel toward the school.

### Conclusion

As the roles of schools are adjusting to meet the diverse needs of our children, schools are assuming new responsibilities traditionally attributed to the home. Therefore, schools must continue to develop initiatives which address the need for providing a caring, nourishing environment that is more conducive to learning. As the research literature indicates, there are many positive outcomes when students develop connections to their school.

Extracurricular activities provide a wealth of opportunities to create a school community and enhance school connectedness. Therefore, it is suggested that an organized integrated extracurricular program should be able to maximize these effects. Although the outcomes are uncertain, we must continue to explore new, cost-effective opportunities. It is no longer an option if schools want their students to succeed.

## Chapter 3

### Design of the Study

#### General Description of the Research Design

Prior to implementing the research which aimed to determine the impact an integrated extracurricular program had on student involvement in extracurricular activities, a point of reference had to be established. Preliminary research took place establishing the existing student involvement in each club or activity. This consisted of an analysis of previous attendance log sheets for each extracurricular club or activity. These results were later compared with data obtained during and after the implementation of the planned integrated activity, the Haunted House. Variances and similarities of the number of students participating were tabulated. Students were later surveyed and their reactions to working with participants from other groups were noted and the degree of impact the extracurricular involvement had on the students' feeling of connectedness to the school program was evaluated.

The study began at the beginning of the 2003-2004 school year when school activity advisors were invited to participate in the integrated extracurricular program. A week later, interested advisors attended a meeting to discuss the integrated charity event and plan the level of involvement for their extracurricular club. After the initial meeting, advisors were directed to work within the parameters of their typical club activities while simultaneously working toward the unified charity event. The event was determined to be a Haunted House and the members of fifteen different clubs were committed to the program.

For approximately six weeks, students and their advisors focused their after school activities toward the Haunted House charity fundraiser. A completed task list for each extracurricular club can be found in Appendix A. On Saturday, October 25, 2003, the fifteen clubs united their efforts to implement the integrated extracurricular fundraiser event.

Several weeks following the Haunted House, the intern gathered and analyzed data from the students and the advisors through the use of surveys. The surveys were mainly comprised of closed, fixed responses with a few open-ended questions. Responses were carefully reviewed before being tabulated, categorized, and coded.

#### Development and Design of the Research Instrumentation

Two separate surveys were used for this study. Both surveys were designed to result in general opinions about the effectiveness of the integrated extracurricular program toward increasing student participation and improving the student emotional connectedness with the school. The surveys were similar; yet tailored to the specific sample. One sample included the student participants and the other included their corresponding advisors.

Both the advisor and the student surveys were designed to take approximately five minutes to complete. The intern recruited five teachers to assist in the administering of the student surveys; however, the advisor surveys were distributed and collected through the use of teacher mailboxes. All information from the surveys had been collated by the intern. An example of the advisor and student survey instruments can be found in Appendix B, pp. 34-40.

### Description of the Sample and Sampling Techniques

The student survey was administered to the middle school participants involved in the integrated extracurricular program after the implementation of the integrated extracurricular charity event. During the administration of the student survey, students were observed and reactions to the survey were recorded along with the survey results. A total of 216 students in grades six, seven, and eight were surveyed from among the 15 clubs committed to the program. In addition, the 18 advisors or co-advisors of the participating extracurricular programs were surveyed.

### Description of the Data Collection Approach

Pre-program and post-program reports were developed by data gathered through the material culture. This data included the attendance log sheets which indicated the monthly level of student participation in each extracurricular club or activity during the current year and the 2002-2003 school year. Records for extracurricular student participation during previous years had not been retained; therefore, they were not available for this study.

Upon implementation of the integrated extracurricular charity event, the surveys were administered and returned. Returned student surveys were separated by corresponding extracurricular activity. All student responses from the individual surveys were recorded on a master sheet representing each after school activity. The advisor surveys were recorded separately on a different master sheet. The survey responses were organized into categories and the frequency of the responses were tabulated. From the totals, the highest responses were identified.

### Description of the Data Analysis Plan

Once the top responses were identified for the students and advisors from each extracurricular activity, the different extracurricular programs were compared against one another. Patterns, similarities, and differences were noted and conclusions were drawn. In addition, a comparison of student participation was analyzed through a list of students involved in the extracurricular clubs before, during, and after the implementation of the integrated extracurricular event.



## Chapter 4

### Presentation of the Research Findings

There were exactly 232 students surveyed. All of the students had been involved in the integrated extracurricular program by participating in clubs which were directly involved with the Haunted House event. Of the 232 students, 136 surveys were returned. All submitted parental consent forms to participate in the study. In Appendix C, Tables 1-16 on pp. 42-47 report the recorded responses of the 136 students.

Within these tables, the responses of students are separated and organized by their extracurricular club. Each club is represented by an assigned letter of the alphabet and is recorded in Appendix C, Table 1. The total number of student responses from each club and the percentage of their overall return are also established in this table. In Appendix C, Tables 2-16 detail each club's response to the remaining survey questions and answer choices. The total number of student responses for each answer choice and the corresponding overall percentage is calculated at the far right of each row.

Out of the 15 clubs involved in the study, the largest representative groups included the home economics club (14%), art club (11%), field hockey (11%), and triad/future cities club (11%). Only 5 % of the returned surveys were from students who prepared for the event with their respective club but did not attend. Therefore, most of the returned surveys were from students that either worked in the morning (2.9%), the evening (46.3%), or both (45.6%) during the event.

The advisor survey collected data from the staff advisors of the respective 15 extracurricular clubs. A total of 21 advisors were surveyed because some of the clubs

have more than one advisor. The clubs with two advisors include: Drama Club, Field Hockey, Student Council, Yearbook, and Art Club. The remaining ten clubs have one advisor each. All 21 advisors responded to the survey and the results to each question are recorded in Appendix C, Table 17, pp.48-49.

#### How Does The Integrated Extracurricular Program Enhance Existing Experiences?

As displayed in the tables for student survey results, approximately 56% of the students surveyed felt that their club did a great job at the Haunted House. The responses revealed 47% of the students felt that their club worked very well together and 41% said that they had some problems working together in the beginning, but they figured it out by the end. Overall, 79% felt they had a great time participating in the Haunted House and 77% revealed that they had a great deal of enjoyment working with other clubs to make the Haunted House a success. In addition, the results of the survey revealed that 86 % of the advisors felt that their students did a great job working together on the Haunted House and 62% responded that they enjoyed working with other clubs a great deal. Therefore both group results show that the Haunted House enhanced the existing experiences available to students by affording students the opportunity to learn how to work cooperatively with other student groups.

#### What Other Charitable Events Can The Integrated Extracurricular Program Implement?

Students suggested various charitable events that could be implemented by the Integrated Extracurricular Program in the future. Since the response to this question was open-ended, the responses were coded and tabulated. Almost half (49.3%) of the students suggested a holiday or seasonal event for the winter holidays or spring break. Although there were twenty-eight students who did not respond to this question or did not have any

suggestions to offer, another twenty-eight students suggested a cultural fair or event that centered around the customs of various nationalities. Approximately 10% of the students recommended that the clubs implement a carnival or fair for the community to visit.

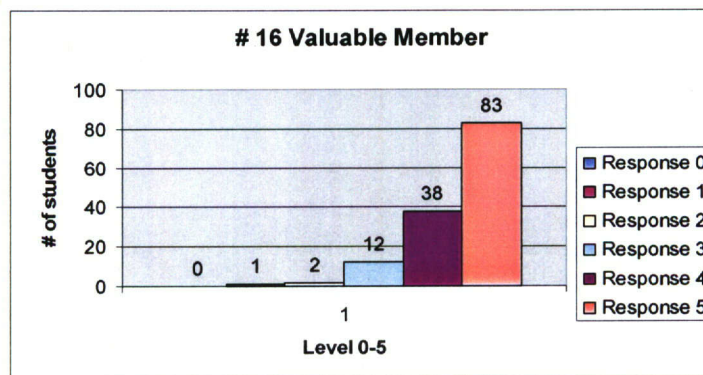
#### How Does the Integrated Extracurricular Program Enhance School Unity?

The student opinion questions concerning the degree of impact on school unity were varied; however, 42.7% of responses indicated a level 2 response on a scale of 0 to 5 in which 0 (did not bring the school closer together) and 5 (brought the school much closer together). This indicates that the students felt that the event had a minimal impact on bringing the school closer together and improving an overall sense of school unity. However, in contrast to the student surveys, 90% of the advisors responded that they felt that the event brought the school closer together.

#### How Does the Program Impact Middle School Students' Emotional Connectedness?

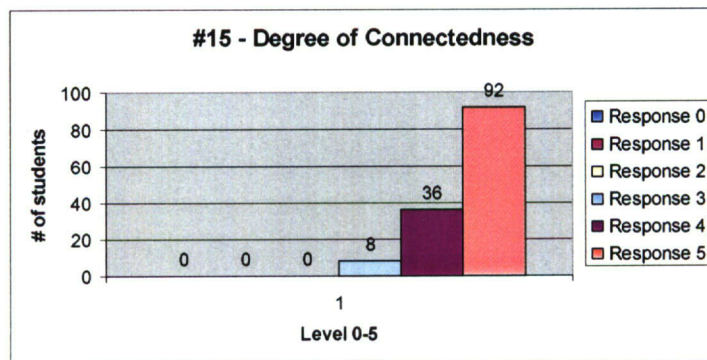
Although most students felt that the event did not have a large impact on bringing the school closer together, 61% responded level 5 and 28% responded level 4, to the degree that the Haunted House made them feel valuable as members of the school. The graph below illustrates this relationship.

Figure 1



In addition, 67% percent responded a level 5 to reveal that they felt very connected and involved in Orchard Valley Middle School while participating in the Haunted House. In fact, 0% responded to a level 3 or below to this question which indicates that the students felt an increase in their overall connection or involvement with the school. The graph below illustrates the degree in which students responded to this question.

Figure 2



In rating what degree students felt that they were able to get to know other students or other teachers better, 110 students rated a 3, 4, or 5. This reveals that approximately 81% believed that they developed new relationships as a result of their involvement in the Haunted House. However, in contrast, only 8% rated a level 5 which indicates that they have had a great deal of contact with them since the Haunted House; 92% did not. These results show that the Haunted House helped to initiate new relationships among students and staff but only several of these relationships continued after the Haunted House.

Once again, the staff opinion differed, 76% responded level 5 for the degree in which they got to know other students and staff and 62% of the responses indicated a level 5 for the degree of continuing these contacts and relationships. This shows that the

advisors felt more of a connection among the members of the entire school and a larger number claimed that the new relationships continued after the Haunted House event.

#### To What Extent Does Student Involvement in the Extracurricular Programs Increase?

In addition to the surveys, an club participation report was developed to indicate the level of student participation in each extracurricular club during the 2002-2003 school year and a monthly participation average for September through December of the 2003-2004 school year. Data was organized only for the fifteen clubs that participated in the Haunted House event. The chart of this data and a graph representing this information is in Appendix D, p. 51.

An increase in student participation was noted in 13 out of the 15 clubs for the month of September and in all 15 clubs for the month of October when comparing the monthly participation averages to attendance averages of the previous 2002-2003 school year. Records for monthly extracurricular student participation had not been retained in 2002-2003; therefore, an overall club membership average was used for this study. The data reveals that during the months of September and October, which represents the implementation of the program, student involvement and participation either remained constant or increased when compared to the months of November or December.

Seven out of the fifteen clubs, which included the art club, computer club, Future Acts Club, home economics club, indoor soccer, international club, and yearbook, all had their highest average number of student participants during the month of October. The average student participation for the month of October remained the same in the remaining eight clubs involved in the study. This data reveals that club participation

levels were the highest during the month of October 2003 when most of the Haunted House preparation took place.

What does all this mean? The data from the surveys and club attendance sheets revealed that the Integrated Extracurricular Program's event of the Haunted House had a positive impact on the students' sense of connectedness and involvement with the school. Students not only enjoyed working with other clubs to implement this event, they felt that the event made them more valuable and connected to the school. Although most students did not feel that the event brought the entire school closer together, student participation in extracurricular clubs increased significantly during the preparation and implementation of the event.

## Chapter 5

### Conclusions, Implications, and Further Study

#### Conclusions

The conclusions of this study are many; however, a major conclusion is that the thesis of the study was both correct and incorrect. Of extreme significance was the data that supported the concept that an integrated extracurricular program had substantial effects on improving the students' sense of emotional connectedness. The students overwhelmingly indicated that they felt more involved and connected with Orchard Valley Middle School and that the Haunted House made them feel valuable as members of the school. The data indicating an increase in student participation throughout the month of October, which is the period of time representing the height of involvement for this event, further supports this conclusion. Therefore, it can be concluded that the integrated extracurricular program had successfully fulfilled its expectations of improving middle school students' emotional connectedness to the school.

Although the thesis also proposed that the program would result in improving a sense of school unity, the student surveys indicated that the event had a minimal impact on bringing the school closer together. In contrast, the staff advisors felt that the program had a large impact on creating a sense of community within the school. There could be several reasons for this discrepancy. These contrasting responses may reflect the differing perspectives of the students and staff members or they may reveal a lack of maturity on the part of the young adolescents to grasp an overall view and objectively relate a response to the question.

### Implications of Study on Leadership Skills

The development and implementation of this study impacted the leadership growth of the intern in several ways. The intern's ability to organize was strongly tested while coordinating the efforts of fifteen extracurricular clubs to work cooperatively towards a community event. In order to successfully integrate each club's involvement, the intern had to examine and consider the prevailing values of the diverse school community (ISLLC, Standard 5). The intern's ability to motivate, problem-solve, and foster a leadership role in others was essential to the success of the integrated extracurricular program's first activity called the Haunted House. The intern's ability to collaborate with families and community members and to mobilize community resources was greatly enhanced. A positive media relationship was nourished and favorable community relationships were developed.

### Implications of Study on Organizational Change

As a result of this thesis, the organization has changed in the following ways. These results were shared with the administration of the school and the advisors of the extracurricular clubs. Upon reviewing the results of the thesis, the administration has encouraged the advisors of the extracurricular clubs to continue working together in an integrated extracurricular program. In fact, after the Haunted House, six more clubs worked cooperatively to implement another charitable fundraiser. The fundraiser, which was a cultural fair called "Around the World in Eighty Steps," took place at Orchard Valley Middle School in late February of 2004 and raised money for a student's family devastated by a recent house fire.



### Further Study

Since at the middle school level, extracurricular activities are so significant in students' personal growth and development, there is need for further study in this area. One of the goals of this project was to provide a sense of worth and identity for as many students as possible. It was hoped that students would experience personal pride and satisfaction which would lead to comfort level that encouraged even greater involvement and a deeper feeling of connectedness to the school. The interaction of many diverse students throughout the project allowed for the recognition and appreciation of unique talents and abilities. The school-wide participation of extracurricular groups created an arena for recognition and respect of the social, cultural, and ethnic diversity of the students. This was a positive step toward breaking down barriers among people and celebrating individual differences.

Washington Township is an evolving community which has just experienced a transition from a rural to suburban make-up. With the influx of populations from urban areas, students have to develop sensitivity to the needs of all people. An effective integrated extracurricular program can result in a positive environment to nourish self growth and the ability to interact successfully with others. Integrating extracurricular clubs could be a cost-effective solution to improving a students feeling of connectedness to their school.

Prior to continuing this type of study, it is important to emphasize that this study was limited to only the participants in the program at Orchard Valley Middle School. Therefore, the recommendation of the intern is that the study be conducted throughout other middle schools, such as the other two middle schools within the district.

Other tools for evaluation should be also explored. The intern questioned some of the results of the student surveys. The physical behavior of the students, the degree of their genuine enthusiasm, and the unsolicited feedback from various community groups suggested a greater level of success that was not always supported by the students' responses on the surveys. The instrumentation used for this study failed to capture some of these important components.

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## Appendix A

## Completed Task List

<u>Clubs/Organizations</u>	<b>MAJOR CONTRIBUTIONS</b>
Art Club	Wall murals, street signs, hallway scenery, face painting
Board of Education	Decorations, set-up, student supervision
Community businesses	Local hair salon loaned us a hair drying station for conversion into an electric chair. Local farm donated bails of hay and corn stalks for decorations in the hallway.
Computer Club	Created coloring books and a coloring station in the Pumpkin Room. Created a skit with downloaded electric shock sound in an execution scene for the Haunted Hallway.
Drama Club	Created a witches scene in the Haunted Hallway.
Drill Team	Created a haunting drill performance in the Haunted Hallway.
Field Hockey	Changed their hockey sticks into sickles and performed as tour guides through the Haunted Hallway.
Future Acts	Created games, stories, and activities for the Pumpkin Room such as pin the stem on the pumpkin.
Guitar Club	Performed as the "Dead Head" rock band in the Haunted Hallway.
Home Economics	Performed the Esmerelda LaGrosse Cooking Show in the Haunted Hallway.
Indoor Soccer	Created an exit courtyard scene
International Club	Acted out a witch poem
Intramural Basketball	Performed a scene in the Haunted Hallway
Parents	Student supervision, setting up decorations
Staff	Student supervision, setting up decorations
Student Council	Performed a scene in the Haunted Hallway
Studio 119	Video taped and advertised for the event
Triad/Future Cities Club	Performed a futuristic mad scientist lab
Yearbook	Created a photo opportunity station and took Polaroid pictures in the Pumpkin Room.

## Appendix B



## Middle School Student Survey

The purpose of this survey is to determine the effectiveness of an integrated extracurricular program on improving middle school students' emotional connectedness to the school. Data for this study will be collected through surveys and after school attendance logs. All data is confidential, unless required otherwise by law, and all personal identifying information will be withheld. No risks are involved for participants, and participation is voluntary. Participants in the study include the students and advisors of extra-curricular programs at Orchard Valley Middle School. Any questions regarding this study may be directed to Mrs. G. Gerber, (856) 582-5353, ext. 5813.

Please respond to the questions below by placing a check in front of your choice.

1. Which club(s) did you represent at the Haunted House?

If you are involved in more than one club, please choose the club in which you worked with the most during the Haunted House event.

(Check only one)

- |  |   |
|--|---|
| <input type="checkbox"/> Future Acts     | <input type="checkbox"/> International Club   |
| <input type="checkbox"/> Computer Club   | <input type="checkbox"/> Home Economics Club  |
| <input type="checkbox"/> Drama Club      | <input type="checkbox"/> Indoor Soccer        |
| <input type="checkbox"/> Field Hockey    | <input type="checkbox"/> Triad/ Future Cities |
| <input type="checkbox"/> Student Council | <input type="checkbox"/> Yearbook             |
| <input type="checkbox"/> Boys Basketball | <input type="checkbox"/> Art Club             |
| <input type="checkbox"/> Guitar Club     | <input type="checkbox"/> Drill Team           |
| <input type="checkbox"/> Studio 119      |   |

2. What was your overall feeling about your club's involvement in the Haunted House?

- ☐ I think we did a great job.
- ☐ I think we did okay, but we could have done more.
- ☐ I think we should have stayed home.
- ☐ Other: \_\_\_\_\_

3. On the day of the Haunted House, were you

- ☐ there in the day and in the evening
- ☐ there during the day only
- ☐ there in the evening only
- ☐ not able to attend the event

4. How do you feel your club did at working together?

- ☐ We worked very well together.
- ☐ We had problems working together in the beginning, but we figured out how to work by the end.
- ☐ We had a hard time working together.
- ☐ I worked mostly by myself.
- ☐ Other: \_\_\_\_\_

5. What did you enjoy the most about participating in the Haunted House?

( Select 2)

- ☐ Preparing and practicing for the Haunted House with my club
- ☐ Setting up the decorations
- ☐ Participating in the Haunted Hallway Tour or the Pumpkin Room
- ☐ Working with others
- ☐ Raising money for local needy families and helping my community
- ☐ Other: \_\_\_\_\_

6. What did you enjoy the least about participating in the Haunted House?

( Select 2)

- ☐ Preparing and practicing for the Haunted House with my club
- ☐ Setting up the decorations
- ☐ Participating in the Haunted Hallway Tour or the Pumpkin Room
- ☐ Working with others
- ☐ Raising money for local needy families and helping my community
- ☐ Other: \_\_\_\_\_

7 How often did you attend the September and October after school meetings in order to prepare for the Haunted House?

- ☐ A lot more than usual because I wanted to be a part of the Haunted House.
- ☐ A little bit more than usual because I wanted to be a part of the Haunted House.
- ☐ About the same. The Haunted House had no effect on my after school attendance.
- ☐ A lot less because I had conflicts in my schedule.
- ☐ A lot less because I did not enjoy working on the Haunted House.
- ☐ Other: \_\_\_\_\_

Please respond to the questions below by circling the number that best describes your feelings.

8. How interested were you, when you were first asked to participate in the Haunted House? (0= not at all, 5 = very interested )

0                      1                      2                      3                      4                      5

9. Did you have fun participating in the Haunted House? (0= no fun at all, 5= a great time)

0                      1                      2                      3                      4                      5

Student survey, continued

10. How interested would you be if asked to participate again?  
(0= not at all, 5 = very interested )

0                      1                      2                      3                      4                      5

11. How important was your club in the success of the Haunted House?  
(0 = not very important, 5= extremely important )

0                      1                      2                      3                      4                      5

12. To what extent do you feel working with other clubs helped to make the Haunted House a success? ( 0 = not at all, 5 = a great deal )

0                      1                      2                      3                      4                      5

13. To what extent did you enjoy working with other clubs during the Haunted House?  
( 0 = not at all, 5 = a great deal )

0                      1                      2                      3                      4                      5

14. Do you feel that the Haunted House was an activity that brought the school closer together? (0 = not at all, 5 = yes, much closer )

0                      1                      2                      3                      4                      5

15. Did you feel more connected and involved in Orchard Valley M.S. while participating in the Haunted House? ( 0 = not at all, 5 = very connected )

0                      1                      2                      3                      4                      5

16. To what degree did the Haunted House activity make you feel as if you are a valuable member of our school? ( 0 = not at all, 5 = a great deal )

0                      1                      2                      3                      4                      5

Student survey, continued

17. To what degree did you get to know other students or teachers better by participating in the Haunted House? ( 0 = not at all, 5 = a great deal )

0                      1                      2                      3                      4                      5

18. If you met new students or teachers, to what degree have you had contact with them since the Haunted House? ( 0 = not at all, 5 = a great deal )

0                      1                      2                      3                      4                      5

Please write a response to the questions below.

19. What suggestions do you have to improve the Haunted House?

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20. What other types of events or activities could the clubs/activities at OVMS participate in together? Please explain.

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Thank you for participating in this survey. Your cooperation is appreciated.

## Middle School Teacher Survey

The purpose of this survey is to determine the effectiveness of an integrated extracurricular program on improving middle school students' emotional connectedness to the school. Data for this study will be collected through surveys, after school attendance logs, and observation. All data is confidential, unless required otherwise by law, and all personal identifying information will be withheld. No risks are involved for participants, and participation is voluntary. Participants in the study include the students and advisors of extra-curricular programs at Orchard Valley Middle School. Any questions regarding this study may be directed to Mrs. G. Gerber, (856) 582-5353, ext. 5813.

Please respond to the questions below by placing a check in front of your choice.

1. Which club(s) do you act as an advisor?

- |  |   |
|--|---|
| <input type="checkbox"/> Future Acts     | <input type="checkbox"/> International Club   |
| <input type="checkbox"/> Computer Club   | <input type="checkbox"/> Home Economics Club  |
| <input type="checkbox"/> Drama Club      | <input type="checkbox"/> Indoor Soccer        |
| <input type="checkbox"/> Field Hockey    | <input type="checkbox"/> Triad/ Future Cities |
| <input type="checkbox"/> Student Council | <input type="checkbox"/> Yearbook             |
| <input type="checkbox"/> Boys Basketball | <input type="checkbox"/> Art Club             |
| <input type="checkbox"/> Guitar Club     | <input type="checkbox"/> Drill Team           |
| <input type="checkbox"/> Studio 119      |   |

2. What was your overall feeling about your club's involvement in the Haunted House?

- ☐ I think we did a great job.
- ☐ I think we did okay, but we could have done more.
- ☐ I think we should have stayed home.
- ☐ Other: \_\_\_\_\_

3. How do you feel the students of your club did at working together?

- ☐ We worked very well together.
- ☐ We had problems working together in the beginning, but we figured out how to work by the end.
- ☐ We had a hard time working together.
- ☐ I worked mostly by myself.
- ☐ Other: \_\_\_\_\_

4. How would you rate the attendance of your members during the months of September and October in order to prepare for the Haunted House?

- ☐ A lot more than usual.
- ☐ A little bit more than usual.
- ☐ About the same. The Haunted House had no effect on after school attendance.
- ☐ A lot less.
- ☐ Other: \_\_\_\_\_

Please respond to the questions below by circling the number that best describes your feelings.

5. How important was your club in the success of the Haunted House?

(0 = not very important, 5= extremely important )

0                      1                      2                      3                      4                      5

6. To what extent do you feel working with other clubs helped to make the Haunted House a success? ( 0 = not at all, 5 = a great deal )

0                      1                      2                      3                      4                      5

7. To what extent did you enjoy working with other clubs during the Haunted House? ( 0 = not at all, 5 = a great deal )

0                      1                      2                      3                      4                      5

8. Do you feel that the Haunted House was an activity that brought the school closer together? (0 = not at all, 5 = yes, much closer )

0                      1                      2                      3                      4                      5

9. To what degree did you get to know other students or teachers better by participating in the Haunted House? ( 0 = not at all, 5 = a great deal )

0                      1                      2                      3                      4                      5

10. If you met new students or teachers, to what degree have you had contact with them since the Haunted House? ( 0 = not at all, 5 = a great deal )

0                      1                      2                      3                      4                      5

Please write a response to the questions below.

11. What suggestions do you have to improve the Haunted House?

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12. What other types of events or activities could the clubs/activities at OVMS participate in together? Please explain.

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Thank you for participating in this survey. Your cooperation is appreciated.

## Appendix C



Table 1: Student Survey Responses to Question 1

#1	Club / Activity	Number of Students	Number of Responses
A	Art Club	28	15
B	Boys Basketball	8	5
C	Computer Club	10	6
D	Drama Club	15	11
E	Drill Team	25	13
F	Field Hockey	22	15
G	Future Acts	15	8
H	Guitar Club	10	8
I	Home Economics Club	28	19
J	Indoor Soccer	8	5
K	International Club	10	6
L	Student Council	13	4
M	Studio 119	6	3
N	Triad / Future Cities	25	15
O	Yearbook	9	3
Totals:		232	136

Table 2: Student Survey Responses to Question 2

#2	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	Total	%
Great	13	2	4	11	0	6	5	8	9	3	4	1	0	8	3	77	56.6%
O.K.	2	3	2	0	8	9	3	0	10	2	2	2	1	7	0	51	37.5%
Poor	0	0	0	0	2	0	0	0	0	0	0	0	0	0	0	2	1.5%
Other	0	0	0	0	3	0	0	0	0	0	0	1	2	0	0	6	4.4%

Table 3: Student Survey Responses to Question 3

#3	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	Total	%
a.m./p.m.	8	1	1	6	3	3	6	8	8	2	6	0	2	5	3	62	45.6%
a.m. only	0	0	1	0	1	0	0	0	0	0	0	0	0	2	0	4	2.9%
p.m. only	7	4	3	5	8	12	1	0	10	3	0	4	3	6	0	63	46.3%
Didn't attend	0	0	1	0	1	0	1	0	1	0	0	0	1	2	0	7	5.2%

**Table 4: Student Survey Responses to Question 4**

#4	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	Total	%
Very well	7	0	5	9	2	2	7	6	11	2	6	0	1	4	2	64	47.0%
Overcame prob	7	5	0	2	8	11	1	2	5	3	0	0	0	11	1	56	41.2%
Difficult time	0	0	0	0	3	2	0	0	3	0	0	2	0	0	0	10	7.4%
Worked alone	1	0	1	0	0	0	0	0	0	0	0	0	2	0	0	4	2.9%
Other	0	0	0	0	0	0	0	0	0	0	0	2	0	0	0	2	1.5%

Table 5: Student Survey Responses to Question 5

[illegible]

Table 6: Student Survey Responses to Question 6

#6	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O
Preparing	9	3	3	5	7	8	3	4	10	2	5	3	2	6	2
Setting up	14	5	4	10	10	15	7	7	19	5	5	3	3	14	4
Participating	1	0	0	0	1	1	0	0	0	0	0	0	0	1	0
Working with others	0	0	2	0	0	1	2	1	0	0	0	0	0	0	0
Community Service	0	0	0	1	0	0	0	0	0	0	0	0	0	1	0
Other	6	2	3	6	8	5	4	4	9	3	2	2	1	8	0

Table 7: Student Survey Responses to Question 7

[illegible]

Table 9: Student Survey Responses to Questions 8-11

#8	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	Total	%
0	0	0	1	0	0	0	0	1	2	0	0	0	0	2	0	6	4.4%
1	1	0	1	0	0	0	0	0	1	0	0	0	0	3	0	6	4.4%
2	2	0	2	0	0	2	0	1	2	1	0	0	1	1	0	11	8.0%
3	3	1	1	0	6	3	1	2	4	1	1	0	2	1	0	25	18.4%
4	5	1	1	2	5	6	2	3	4	2	3	1	0	5	2	42	31.0%
5	6	3	0	9	2	4	5	1	5	1	2	3	0	3	1	46	33.8%
#9	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	Total	%
0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0%
1	0	0	0	0	0	1	0	0	0	0	0	0	0	0	0	1	.7%
2	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0%
3	0	2	1	0	2	1	0	0	0	1	1	0	0	0	0	8	5.9%
4	2	1	4	0	3	1	0	0	0	2	2	1	0	0	0	19	14.0%
5	13	2	1	11	8	12	8	8	16	2	3	3	3	15	3	108	79.4%
10	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	Total	%
0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0%
1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0%
2	0	0	1	0	3	0	0	0	0	0	0	0	0	0	0	4	3.0%
3	1	3	0	0	1	0	0	0	2	0	0	0	0	0	0	7	5.1%
4	6	2	3	2	2	8	2	0	2	2	2	2	0	3	0	36	26.5%
5	8	0	2	9	7	7	6	8	15	3	4	2	3	12	3	89	65.4%
11	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	Total	%
0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0%
1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0%
2	0	0	0	0	0	0	0	0	0	1	0	1	2	0	0	4	3.0%
3	2	2	0	1	2	2	2	0	2	2	0	2	1	4	0	22	16.2%
4	4	3	4	3	3	9	3	5	6	2	4	1	0	6	2	55	40.4%
5	9	0	2	7	8	4	3	3	11	0	2	0	0	5	1	55	40.4%

Table 10: Student Survey Responses to Questions 12-14

12	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	Total	%
0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0 %
1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0 %
2	0	0	1	0	0	0	1	0	0	0	0	0	0	2	0	4	3.0 %
3	0	1	1	0	1	1	0	0	1	0	0	0	0	0	0	5	3.7 %
4	2	1	1	3	2	5	1	3	6	0	0	3	1	3	1	32	23.5 %
5	13	3	3	8	10	9	6	5	12	5	6	1	2	10	2	95	69.8 %
13	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	Total	%
0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0 %
1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0 %
2	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0 %
3	0	0	1	0	0	0	0	1	2	0	0	0	0	2	0	6	4.4 %
4	1	2	0	0	4	0	2	1	2	4	1	2	1	4	1	25	18.4 %
5	14	3	5	11	9	15	6	6	15	1	5	2	2	9	2	105	77.2 %
14	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	Total	%
0	0	0	0	0	0	1	0	0	1	0	0	0	0	0	0	2	1.5 %
1	8	3	2	2	4	4	2	2	5	2	0	2	1	3	0	40	29.4 %
2	3	2	2	8	7	8	6	3	4	0	3	2	1	8	1	58	42.7 %
3	2	0	0	0	2	2	0	0	2	3	0	0	0	0	0	11	8.0 %
4	0	0	2	1	0	0	0	3	5	0	2	0	1	4	2	20	14.7 %
5	2	0	0	0	0	0	0	0	2	0	1	0	0	0	0	5	3.7 %

Table 13: Student Survey Responses to Question 15

15	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	Total	%
0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0 %
1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0 %
2	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0 %
3	1	0	0	0	0	0	1	0	1	1	2	0	0	2	0	8	5.9 %
4	4	2	2	4	3	3	3	1	3	3	2	2	1	3	0	36	26.5 %
5	10	3	4	7	10	12	4	7	15	1	2	2	2	10	3	92	67.6 %

Table 14: Student Survey Responses to Question 16

16	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	Total	%
0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0 %
1	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	1	.7 %
2	0	0	0	0	0	0	0	0	0	0	0	0	0	2	0	2	1.5 %
3	2	0	1	1	0	0	1	0	2	1	2	1	0	1	0	12	8.8 %
4	3	2	1	3	3	3	3	1	5	3	2	2	2	4	1	38	27.9 %
5	10	3	4	7	10	12	4	7	12	1	2	1	1	7	2	83	61.0 %

Table 15: Student Survey Responses to Question 17 -18

17	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	Total	%
0	0	0	0	0	0	0	0	0	0	1	0	0	0	0	0	1	.7 %
1	0	0	0	0	0	0	0	0	1	0	0	0	0	0	0	1	.7 %
2	1	0	2	3	2	2	1	3	2	3	1	1	0	3	0	24	17.7 %
3	7	3	1	4	2	2	0	2	7	1	2	2	0	6	0	39	28.7 %
4	3	2	2	4	6	6	5	3	5	1	2	1	1	5	1	47	34.6 %
5	4	0	1	0	3	3	2	0	3	0	1	0	2	1	2	24	17.6 %
18	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	Total	%
0	0	0	1	0	0	0	0	1	2	0	0	0	0	2	0	6	4.4 %
1	1	0	1	0	0	0	0	0	1	0	0	0	0	3	0	6	4.4 %
2	1	0	2	0	0	2	0	1	2	1	0	0	1	1	0	11	8.0 %
3	3	1	1	0	6	3	1	2	3	1	1	0	2	1	0	25	18.4 %
4	4	1	1	2	5	6	2	3	5	2	3	1	0	5	2	42	31.0 %
5	6	3	0	9	2	4	5	1	6	1	2	3	0	3	1	46	33.8 %

Table 16: Student Survey Responses to Question 19 -20

#19	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	Total
No suggestions	6	4	3	9	1	1	6	8	1	5	4	3	2	1	3	106
Add a separate hallway/improve skits	1	1	0	0	2	0	1	0	0	0	0	0	0	0	0	5
Encourage more clubs	5	0	2	2	0	1	1	0	2	0	0	1	1	2	0	17
Have it more than one night	3	0	1	0	0	0	0	0	2	0	2	0	0	0	0	8
#20	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	Total
None / Don't know	3	2	2	1	4	3	0	3	0	3	1	1	2	2	1	28
Holiday / Seasonal Event	8	3	4	5	8	7	4	5	9	2	2	2	1	5	2	67
Cultural Fair	4	0	0	4	0	3	4	0	4	0	3	1	0	5	0	28
Carnival	0	0	0	1	1	2	0	0	6	0	0	0	0	3	0	13

Table 17: Advisor Survey Results

<b>#2: What was your overall feeling about your club's involvement in the HH?</b>		
Great	16	76 %
O.K.	5	24 %
Poor	0	0
Other	0	0
<b>#3: How do you feel the students of your club did working together?</b>		
Very well	18	86 %
Overcame Problems	3	14 %
Difficult Time	0	0
Students worked alone	0	0
I did all the work for my students	0	0
<b>#4: Rate your club's student attendance for September and October.</b>		
A lot more	6	28 %
A little more	5	24 %
The same	10	48 %
A lot less due to schedule conflicts	0	0
A lot less due to Haunted House	0	0
Other	0	0
<b>#5: How important was your club to the success of the HH?</b>		
0	0	0
1	0	0
2	0	0
3	0	0
4	2	10%
5	19	90%
<b>#6: To what extent did working with other clubs make the HH a success?</b>		
0	0	0
1	0	0
2	0	0
3	0	0
4	3	14 %
5	18	86 %
<b>#7: To what extent did you enjoy working with other clubs?</b>		
0	0	0
1	0	0
2	0	0
3	3	14 %
4	5	24 %
5	13	62 %

Table 17 continued

<b>*8: Do you feel the HH brought the school much closer together?</b>		
0	0	0
1	0	0
2	0	0
3	0	0
4	2	10 %
5	19	90 %
<b>#9: To what degree did you get to know other student and teachers?</b>		
0	0	0
1	0	0
2	0	0
3	0	0
4	5	24 %
5	16	76 %
<b>#10: To what degree have you continued these contacts and relationships?</b>		
0	0	0
1	0	0
2	0	0
3	2	10 %
4	6	28 %
5	13	62 %



## Appendix D

Table 1 : Extracurricular Club Participation

	Aver., 2002- 2003	Sept. 2003	Oct. 2003	Nov. 2003	Dec. 2003
Art Club	15	19	28	18	15
Boys Basketball	13	18	18	18	0
Computer Club	19	18	22	20	21
Drama Club	9	16	16	16	16
Drill Team	18	25	25	16	15
Field Hockey	30	32	32	32	0
Future Acts	11	15	21	10	5
Future Cities/Triad	21	26	26	26	24
Guitar Club	5	7	9	8	6
Home Ec. Club	13	32	35	22	21
Indoor Soccer	16	18	22	0	0
International Club	0	12	18	14	11
Student Council	8	11	13	13	12
Studio 119	4	5	5	5	4
Yearbook	12	23	25	18	15
Totals	194	277	315	236	165

Figure 1  
Graph of Table 1

